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ABSTRACT

Computers are tools which school psychologists and social workers can use to assist and facilitate their professional functioning. At the elementary school level a computer could be shared between two schools in an area with visual and auditory privacy. In junior high schools, a portable computer would enable staff to conduct report writing, on-line interviewing, and related activities. At the senior high school level, computers equipped with modems could be used for accessing data bases, instant test scoring, and networking. Computer mediated psychological services in schools fall into the categories of computer managed and computer assisted psychological services. Computer managed services are general purpose applications such as word processing. Computer assisted refers to special purpose software applications such as test scoring or interactive programs designed for cognitive and affective educational purposes. Use of computers in Learning Centers by psychological services staff may compromise confidentiality because of the Centers' public nature. The proper place for psychological services staff computer use is in their offices and workplaces. Inservice/staff development computer workshops should be tailored particularly to psychological services staff and should be presented in an informal and user-friendly manner. Guidelines for a sample workshop are included. (ABL)

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THE COMPUTER PAPERS

PSYCHOLOGICAL SERVICES

(PSYCHOLOGISTS AND SOCIAL WORKERS)

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U.S. DEPARTMENT OF EDUCATION
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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

INTRODUCTION

Psychologists and social workers have an active interest in the use of computers in the public schools.

At first glance this appears unconventional since we are so often thought of as people-oriented, and concerned with primary face-to face interactions with students, parents, teachers, and administrators.

While all of this is true of course and shall continue to be so, nonetheless, with the arrival of the computer in the public schools there has been created not only a marvelous opportunity for us as practicing professionals to carefully review current practices and service delivery models but also the challenge is there for us to be proactive and take these new tools and adapt them to those persons we serve.

Altruism has been our hallmark but there is also self interest to be served both in terms of increased professional productivity as well as enhancement of our clients who are the recipients and beneficiaries of not only our altruism but the new technologies as well.

We wish to be a part of this. Indeed, many of us on our own initiative and frequently at our own expense have already become computer literate and familiar with the utilization of personal computers and the new technologies.

What the PSYCHOLOGICAL SERVICES STAFF requires now is recognition of these facts, support of the school system, and tangible evidence of that support in the decision-making and planning by the school system.

What follows represents the results of discussions which have extended over the course of one and a half school years as we participated in special education study committees concerned with the use of computers in the public schools.

PROPOSED MODEL FOR PSYCHOLOGICAL SERVICES COMPUTER UTILIZATION - Psychologists and Social Workers

The Psychological Services staff believes that personal computers are tools. They are a means to an end, just like other tools devised by man. Some of us already are computer users. We understand software is the key to the utilization of the personal computer. Without good software the machine is useless.

We propose the utilization of personal computers on a daily basis in order to assist and facilitate the professional functioning of the Psychological Services staff as they practice their profession in the schools.

The quantity of professional psychological software is extensive and applications are now available which provide for a number of functions commonly experienced by staff members such as report generation, protocol scoring, on-line interactive therapy, data base resources, on-line interviewing, psychological assessment, and personality appraisal.

We envision computers and software individually available to the Psychological Services staff member like any other tool for personal use such as a test kit, interview, protocol, or professional reference book.

At the elementary school level, a personal computer would be shared by Psychological Services staff members on the basis of one machine for every two elementary schools. Location and access would be in existing spaces which afford visual and auditory privacy. Since the learning Center is a catch-all and mostly public, it does not meet our need for visual and auditory privacy.

At the junior high school level, we envision a machine which is portable or nearly so which would enable the Psychological Services staff member to conduct report writing, on-line interviewing, and related activities.

For the senior high school, we envision machines which will be capable of performing the above functions but equipped with telecommunication capabilities via modem for purposes of accessing data bases, instant test scoring, and later networking possibilities.

The educational environment is changing as a result of the personal computer and will continue to change. There is the opportunity to deliver psychological services personally and on an individualized basis to us the professional, to the children with whom we work, and to the parents of those children. The opportunity is at hand. The time is now.

COMPUTER MEDIATED PSYCHOLOGICAL SERVICES

The opportunities for the provision of computer mediated psychological services in the public schools is growing rapidly.

With the advent of the personal computer and software advances, there are many applications which have the potential of addressing human effectiveness and cognitive psychological needs.

PSYCHOLOGICAL SERVICES refers to those services provided in the public schools by School Psychologists and School Social Workers. The recipients of those services are children and students; parents; and members of the school staff.

COMPUTER MEDIATED refers to those psychological services which are enhanced by computer software applications. The computer mediated applications fall into two broad categories: (1) Computer Managed psychological services; and (2) Computer Assisted psychological services.

Computer Managed psychological services refers to general purpose software applications. Word processing would be an example of a general purpose application and a major one the Psychological Services staff members would utilize.

Computer Assisted psychological services refers to special purpose software applications. In terms of most immediate application, test scoring of individually administered psychological-educational protocols comes to mind. Other special purpose applications have to do with computer assisted interviewing and data collection; and still others have to do with skill practice in human development using problem solving situations and simulations with psychologically based materials designed for cognitive and affective educational purposes. Examples of the latter are Coping With Stress; and the recent Tom Snyder Productions release called The Other Side, a computer simulation based on conflict resolution. Children can experience both cooperative and competitive strategies to achieve a common goal and assess psychological outcomes in goal attainment.

While it is too soon to speak of the "Doc in the Box" or the "Apple Analyst", as some are doing, there are some interesting developments in the field of artificial intelligence which are under development and appear most promising.

Some additional examples of computer mediated psychological services applications are the following:

For the Student:

Dealing With Childhood Fears The Puppet

Self-Esteem Understanding Yourself

Self- Confidence On Becoming a Hero

Assertiveness Training

Personal Communications Art of Communicating

For the Parent:

The Developmental History Interview

The Social/Emotional Interview

Parental Education Approaches e.g. Mind Over Minors

Child Growth and Development using research data bases demonstrating appropriate developmental tasks and expected ages of onset, etc.

For the Psychological Services Provider:

Productivity increases utilizing computers for the scoring of psychologically based tests and protocols.

Productivity increases utilizing computer generated report writers which have the capability of being edited using word processing software.

Recently the National Computer Systems of Minneapolis, MN estimated such increases between the old way and the new way (computer managed) to be on the order of 20 to 35%.

In conclusion, the computer and software applications are tools selected to be a means toward an end within the context of human functioning. As such they are adjustive and facilitative and not substitutes for caring, nuturant, and sensitive human beings who are committed and dedicated to increasing and maximizing human effectiveness in the cognitive learning environment we call school; and the matrix pattern of interpersonal relationships we call society.

COMPUTERS AND PSYCHOLOGICAL SERVICES

(LETS KEEP IT PERSONAL AND CONFIDENTIAL)

Psychologists and social workers have been aware of the need for confidentiality for clients. Personal and private information is sensitive. Now with computers in the public schools, client rights to privacy and confidentiality become all the more important to safeguard.

Some are advocating that psychological services staff members (psychologists and social workers) access to computers be located in Learning Centers since it is administratively "convenient" to do. This saves money and everyone can use the same computer since learning centers become the center of activities. That Learning Centers should become a "catch-all" is debatable. Unfortunately, because of their very public nature, learning centers do not provide the necessary visual and auditory privacy necessary for the proper conduct of computer mediated psychological services to children, students, and parents.

Psychologistas and social workers require personal computers to be personal and located within their offices and work places. To provide less is to deprive our clients of what they have always been entitled to in the past. And in the future would deny psychological services staff members an opportunity to provide computer mediated psychological services that properly safeguarded privacy and confidentiality of information.

The learning centers are not the proper place to provide computer mediated psychological services.

Lets keep it personal and confidential. The computers should be located with the psychologists and social workers in their offices and workplaces.

INSERVICE/STAFF DEVELOPMENT PROPOSAL PERSONAL COMPUTER WORKSHOP FOR PSYCHOLOGICAL SERVICES STAFF

I would like to propose a three day computer orientation and familiarization workshop for the psychology and social work staff to start sometime in the fall once the new computers and software arrive.

I wish to restrict it to the Psychological Services staff so as not to interfere with other ongoing training programs being offered within the system; maximizing psychological/social work applications.

The workshop will be a hands-on experience using the Apple II series computer and psychological/social work kinds of software.

Interested staff members would learn how to set up their machines, computer interfaces,(cabling, printer hook-ups, input devices, etc.) as well as software operation and utilization.

The instructional staff would be computer using psychologists drawn from the Psychological Services staff who would volunteer to help conduct the workshop. While there will be a need to provide some substantive formal instruction, the approach will attempt to be informal and user-friendly with the goal of creating computer using staff members who feel comfortable with computers and who can implement applications in their daily work experiences whether facilitating their own professional functioning, those of children referred to them, or the parents of such children.

Requirements of the workshop would include an instructional staff of three each day and five staff members interested in going through the program. Depending upon the available resources, less than three days might be possible, or on the other hand, if staff response is less than expected, this will also reduce the requirements for release days, etc. One workshop day equals eight professional days.

The training staff will require a day themselves to plan and implement the training program, secure a location, arrange for the machines, etc. Total equals 27 professional days (15 staff learners; 3 instructors for four days equals twelve).

Some tentative goals and objectives of the workshop follow:

PSYCHOLOGICAL SERVICES COMPUTER HANDS-ON
WORKKSHOP/ORIENTATION (After Budoff, et.al.)

WORKSHOP DAY

HOUR ONE

The staff member will learn to identify parts of the computer with 100% accuracy.

Parts include:

Monitor,CRT,VDT	Slots and Boards
Keyboard	Cables
Central Processing Unit	Surge Protection,On-Off,Fans
Disk Drive	Input Devices
Printer	Operating Systems
Diskette	RAM/ROM

HOUR TWO

The staff member will learn the keyboard functions with 100% accuracy.

KEYS

Arrow	Escape	One	Tab
Caps Lock	Letter 1, L	Reset	Open Apple/
Control	Letter O	Shift	Control/
Delete	Numeral O	Space Bar	Reset

HOUR THREE AND FOUR

The staff member will learn to properly handle a diskette and how to load a program with 100% accuracy.

Demonstration and practical experience. Learning to boot programs, initialize disks, The uses and operation of two drive systems. Introduction to Wordprocessing. Creating files. Saving Files.

HOUR FIVE

The staff member will operate a wordprocessing software program or professional application software program so that printed output will be obtained 100% of the time when requested to do so.

Two hour follow-up sessions will also be scheduled as a support and problem solving opportunity for those choosing to implement computer usage in their daily practice. This could be on a Tuesday or Thursday afternoon and not otherwise require additional support or funding. Alternately, a drop-in computer center could be developed and staffed on a part-time basis if demand merited such an arrangement.

ADMINISTRATIVE COMPUTER USE FOR PSYCHOLOGICAL SERVICES STAFF
GRADES K - 12

A. BACKGROUND AND DISCUSSION:

Psychological Services staff (composed of psychologists and social workers) provide K-12 system-wide services to both regular and special education students, parents, and administrators in multiple locations as members of Pupil Personnel Services and Special Education.

Staff have multiple school assignments and responsibilities and often utilize non-instructional spaces in a variety of different and separated locations. Client confidentiality and rights to privacy must be insured in terms of microcomputer mediated or microcomputer assisted administration and delivery of psychological services.

Microcomputer mediated and microcomputer assisted administration and delivery of psychological services can yield an estimated 35% productivity increase according to the National Computer Systems of Minneapolis, MN.

A basic delivery model was analyzed and discussed. The recommended model maximizes the placement of microcomputers closest to the point of service delivery - in the schools. A variation of this model would provide for some allocation of microcomputers to a central location such as the Education Center but was not strongly supported by the staff as the best arrangement for conducting professional delivery of microcomputer mediated and microcomputer assisted services.

B. REQUEST:

For the 15 Elementary Schools

- eight (8) RGB extended systems

For the 3 Junior High Schools

- two (2) RGB extended systems

For the 2 Senior High Schools and Education Center

- five (5) RGB extended systems

Total Psychological Services K-12 ...15 RGB extended systems

C. SYSTEM CONFIGURATION AND COSTS K-12 PSYCHOLOGICAL SERVICES:

Apple II series extended systems are requested as the bulk of software applications require DOS 3.3 and PRODOS operating systems. The installed base of such applications is wide spread. Apple market penetration in the public schools is 68% of the school market. Additionally, Apple Computer Company has created and staffed a national division for Special Education applications.

Modelled after the Elementary Computer Proposal, each proposed Apple II series computer system when fully configured runs about $2500 for the hardware; and about $500 for the software x 15 machines = $45,00 for a total one time cost of purchase. This figure does not include installation, maintenance, or repairs.

A budget summary and modular system configuration is presented as follows:

15 Apple II Series Extended Systems

Item Description	Number	Each	Total
Apple II Series extended system	15	1,165	17,475
Software	15	500	7,500
Printer and Interface	15	450	6,750
RGB Monitor	15	400	6,000
Security & Electrical	15	200	3,000
Computer Tables/Carts	15	150	2,250
Misc. Materials	15	135	2,025
		TOTAL =	$45,000

D. UTILIZATION AND COMPOSITE OBJECTIVES:

Word Processing/Administrative	55%
Test Administration/Scoring	40%
Psychological/Cognitive Therapy	5%
TOTAL =	100%